Lesson 1.1
What Is the Weather Like Today?
Lesson Overview

Students are introduced to the unit, *Sunlight and Weather*. The teacher introduces students’ role as weather scientists and poses the Unit Question—*How do sunlight and different types of weather affect places?*—that frames the work students will do throughout the unit. Partners use the Shared Listening routine to discuss their ideas about how to describe weather. The teacher then introduces the strategy of making and checking predictions and reads aloud the first half of *What Is the Weather Like Today?* Students participate in a Think and Walk activity to match photographs of different types of weather to corresponding illustrations and then learn the Weather Types movement routine. The teacher introduces the What We Know About Weather chart as a place to record what students learn throughout the unit. The purpose of this lesson is to provide students with an introduction to different types of weather and to their role as weather scientists in order to motivate their learning about sunlight and weather throughout the unit.

Investigative Phenomenon: different types of weather

Students learn:

- Weather can be sunny, cloudy, windy, rainy, or snowy.
- Scientists often work together with other scientists.
- An important way that readers learn from a book is to make predictions.
Reading: What Is the Weather Like Today?

The teacher reads aloud *What Is the Weather Like Today?* and introduces the strategy of making and checking predictions.

Instructional Guide

1. **Introduce the book *What Is the Weather Like Today?*** Point out that scientists read books to help them get ideas about a thing they are interested in.

   - There are many different types of weather. Today we will read about a young girl who observes different types of weather in the place where she lives.

   Discuss the meaning of **observe**.

   - To **observe** is to use any of the five senses (sight, hearing, smell, taste, touch) to learn more about something.

2. **Display the front cover of *What Is the Weather Like Today?*** Invite students to share what they notice on the cover.

3. **Introduce the strategy of making predictions.**

   - An important way that readers learn from a book is to make predictions. When you make a prediction, you use what you already know to decide what you think might happen.

   - As you read, you can check your prediction to see if it matches what you decided before you read.

4. **Begin reading the book aloud.** Pause at the end of page 5 to model making a prediction.

   - I can use what I know to make a prediction about what the weather is like today.

   - By reading and looking at the pictures, I know that everything outside is wet. I know that there are drops of water on the plants and puddles on the sidewalk. I know that there are raindrops falling outside of the girl’s window.
When everything is wet outside, it often means that it is raining. I predict that the weather is rainy.

Turn the page and read the first line on page 6. Model checking your prediction.

We just read and gathered new information that the weather today is rainy. I predicted that the weather today would be rainy. My prediction matches what I decided before I read to gather new information.

5. Continue reading and pause at the end of page 7. Model making a new prediction.

Now I can use what I know to make a new prediction about what the weather is like today.

By reading and looking at the pictures, I know that the leaves, grass, flowers, and branches outside are all moving around.

When things outside are swaying or flying through the air, it often means that the wind is blowing. I predict that the weather is windy.

Turn the page and read the first line on page 8. Model checking your new prediction.

We just read and gathered new information that the weather today is rainy and windy. I predicted that the weather today would be windy but I did not include sunny weather in my prediction.

The windy weather matches what I predicted before I read this page but the sunny weather was not part of my prediction.


What do you predict the weather will be like today?

Invite students to make a prediction, and have them talk to a partner about their predictions. Invite several students to share their predictions with the class. Encourage students to explain their rationale for the prediction they share. [I predict that the weather will be snowy because I see snow, snowflakes, and a snowman in the picture.]

Turn the page and read the first line on page 10, and invite students to check their predictions. Then ask them to talk to a partner about the following questions:

What new information did we gather from reading and looking at the pictures about what the weather is like today?

Did your prediction match the new information we gathered from reading and looking at the pictures?

Invite several volunteers to share their responses with the class.
7. Continue reading aloud through page 13. Pause at the end of page 13. Let students know that you will continue reading the second half of the book in the next lesson.

8. Introduce predict with the vocabulary routine. Let students know that they will be learning new science words to help them with their investigation in this unit. Hold up the vocabulary card for predict and introduce the vocabulary routine.

   This is the word predict. To predict is to use what you already know to decide what you think might happen.

   We are going to practice saying the word. Say the word after me: predict.

   Now say the word together: predict.

   Now whisper the word predict to your partner.

   To predict is to use what you already know to decide what you think might happen.

Post the predict vocabulary card to the Vocabulary section of the classroom wall.

Teacher Support

Background

About the Book: What Is the Weather Like Today?

What Is the Weather Like Today? provides a lively introduction to some of the unit’s content: various weather conditions and temperatures. The narrator of the book wakes up each morning and asks what the weather is like and what the temperature is. She looks out her window or steps out onto her porch to answer these questions. Having the answers helps her prepare for going outside and lets her know what kinds of activities she might be able to enjoy that day. This engaging Read-Aloud helps students become familiar with many of the words that will be used to describe weather and temperature in the unit. What Is the Weather Like Today? sets the context for this unit by introducing students to the idea that weather can change from day to day and throughout the year and that there are ways people can prepare for the weather to help them stay comfortable and safe.

Rationale

Literacy Note: Approach to Reading

The books in this unit are designed to gradually increase students’ responsibility for reading science texts. All kindergarten units include several books designated as Read-Alouds that are designed to provide students with an introduction to the language of science they will come to use in their discussions and in later reading. In a Read-Aloud, the teacher models fluent and expressive reading of the text and verbally interacts with the text in order to model strategic reading, thinking aloud about the content, introducing new vocabulary, and facilitating students’ comprehension of the text. This allows students to become increasingly familiar with reading strategies and with the content of the unit. As the unit progresses, students will take more responsibility for reading when they engage in Shared Reading of other unit texts. By structuring reading instruction in this way, students have multiple experiences with the content and vocabulary of the unit, while also developing strategies for reading to learn from science texts.
Background

Literacy Note: Purpose of the Read-Aloud Book
The Read-Aloud books in this unit serve many purposes. In this Read-Aloud, you will stop at key points to model making and checking predictions. In this lesson, the focus is on finding out about different types of weather. Students will also be guided through making sense of the core vocabulary in the text. In later lessons, the book will be referred to as a resource for learning and understanding other science ideas. You may wish to read the book aloud at least one more time during the unit. An additional read will build familiarity with the content and vocabulary.

Background

Literacy Note: Making Predictions
Making predictions is the sensemaking strategy for this unit and involves using prior knowledge and information gathered from the text in order to think ahead. Making predictions is something that students should do throughout their reading, not only before they read the book. As they read, students should determine whether what they read matched what they predicted, or whether their thinking needs to be readjusted. Students will have many opportunities to learn about and practice making predictions throughout the unit. Whenever possible, model the use of this strategy by thinking aloud about how you make and check predictions as a reader.

Rationale

Literacy Note: Vocabulary Routine
Kindergarten students are actively engaged in building their language repertoire. Learning the language of science is an important goal for this unit. The vocabulary routine is designed to provide a multimodal introduction to key unit vocabulary that students will encounter and use throughout the unit. This routine includes an opportunity for students to hear, see, and say the word, and then connect the word to a student-friendly definition. This routine provides a consistent way to introduce and practice new words as students encounter focal vocabulary throughout the unit.

Background

Literacy Note: Vocabulary Used in Previous Units
If they have participated in other Amplify Science kindergarten units, students will be familiar with the word observe. A formal introduction to this word is not included in this lesson, or in this unit. However, feel free to introduce or review this word if your students are unfamiliar with it. You may wish to use the vocabulary routine to introduce the word.
Reading: What Is the Weather Like Today?

The teacher reads aloud *What Is the Weather Like Today?* and introduces the strategy of making and checking predictions.

### Instructional Guide

1. **Introduce the book *What Is the Weather Like Today?*** Point out that scientists read books to help them get ideas about a thing they are interested in.

   - Hay muchos tipos diferentes de clima. Hoy leeremos acerca de una niña pequeña que observa diferentes tipos de clima en el lugar donde vive.

   Discuss the meaning of observe.

   - *Observar* es usar cualquiera de los cinco sentidos (vista, oído, olfato, gusto, tacto) para aprender más sobre algo.

2. **Display the front cover of *What Is the Weather Like Today?*** Invite students to share what they notice on the cover.

3. **Introduce the strategy of making predictions.**

   - Una manera importante en la que los lectores aprenden de un libro es hacer predicciones. Cuando hacen una predicción, usan lo que ya saben para decidir lo que piensan que podría pasar.

   - Mientras leen, pueden revisar su predicción para ver si coincide con lo que decidieron antes de leer.

4. **Begin reading the book aloud.** Pause at the end of page 5 to model making a prediction.

   - Puedo usar lo que sé para hacer una predicción sobre cómo es el clima hoy.

   - Leyendo y mirando las imágenes, sé que todo está mojado afuera. Sé que hay gotas de agua en las plantas y charcos en la acera. Sé que hay gotas de lluvia cayendo fuera de la ventana de la niña.
5. Continue reading and pause at the end of page 7. Model making a new prediction.

Invite students to make a prediction, and have them talk to a partner about their predictions. Invite several students to share their predictions with the class. Encourage students to explain their rationale for the prediction they share. [I predict that the weather will be snowy because I see snow, snowflakes, and a snowman in the picture.]

Turn the page and read the first line on page 8. Model checking your new prediction.

¿Cómo predicen que será el clima hoy?


¿Qué nueva información reunimos tras leer y mirar imágenes sobre cómo es el clima hoy?

¿Su predicción coincidió con la nueva información que reunimos al leer y mirar las imágenes?

Invite several volunteers to share their responses with the class.

7. Continue reading aloud through page 13. Pause at the end of page 13. Let students know that you will continue reading the second half of the book in the next lesson.
8. Introduce predict with the vocabulary routine. Let students know that they will be learning new science words to help them with their investigation in this unit. Hold up the vocabulary card for predict and introduce the vocabulary routine.

- Esta es la palabra predecir. Predecir es usar lo que ya saben para decidir lo que piensan que podría pasar.
- Vamos a practicar decir la palabra. Digan la palabra después de mí: predecir.
- Ahora digan la palabra juntos: predecir.
- Ahora susurren la palabra predecir a su compañero o compañera.
- Predecir es usar lo que ya saben para decidir lo que piensan que podría pasar.

Post the predict vocabulary card to the Vocabulary section of the classroom wall.

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